

AFFIRMATIVE ACTION

Report on the Human Resource Inventory of Senior Women



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AFFIRMATIVE ACTION

Report on the Human Resource Inventory of Senior Women

Ontario
Ministry of Finance

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Research and
Information Services

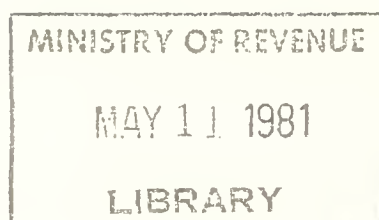


Ministry
of
Revenue

Ontario

Prepared by:
Ann Masson and Karen Wishart
December 1980

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A special thanks is extended to Margaret Beavan
for her knowledgeable and enthusiastic assistance
in the completion of this project.



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INTRODUCTION

On August 8, 1980, the Government of Ontario adopted an Affirmative Action policy to raise and diversify the occupational distribution of women in the Ontario Public Service. One of the basic elements outlined in this policy is the establishment of a comprehensive data base, which would enable each Ministry to effectively plan appropriate Affirmative Action initiatives.

A preliminary inventory of women at occupational levels AM-17 and above was developed in the spring of this year. It included employment history, occupational distribution, salary, and educational data. To expand the size and scope of this inventory, information forms were forwarded to Directors, Commissioners, and Managers for distribution to women in the salary ranges of \$20,000 and above. The return rate was 73.6%.

The human resource inventory of women now includes information pertaining to education, employment history, transferable skills and interests, desired developmental assignments, continuing education, and career goals. This inventory will be updated regularly. It is also hoped that it may be expanded in the 1981-82 fiscal year.

The information has been cross-referenced according to the above subject areas and will be accessed by Affirmative Action staff in the following ways:

- * Women included in the inventory will be notified of opportunities for promotion appropriate to their employment history, education, transferable skills and interests, career goals, and desired developmental assignments.
- * On request, Affirmative Action staff will assist management in the identification of women with potential for advancement.
- * Discussions with the women included in the inventory regarding their career plans will be initiated by Affirmative Action staff, who will use their information resources to assist women in achieving their goals.

METHODOLOGY

SAMPLE:

During preliminary discussions of the project two factors restricted the parameters of the sample:

- a) the study was initiated as a summer project, which created a short time frame for completion.
- b) the size of the sample was limited because the data collected would be processed manually.

The simplest criterion upon which to base the sample proved to be salary. In the salary range of \$20,000 and above, there were 116 women representing each Division in the Ministry of Revenue, at a variety of levels of responsibility. The form was subsequently distributed to this group of women. Three women left the Ministry of Revenue soon after the forms were distributed, and three women were on leaves of absence. Of the remaining 110 women, 81 women returned their forms giving a return rate of 73.6%.

Table 1 outlines the salary ranges of the women employees to whom the form was sent. The majority of the sample, 71 women (61.2%) were in the \$20,000 to \$24,000 salary range. In the highest salary range, there were only three women, which was 2.6% of the women who received forms, or .2% of the women in the Ministry of Revenue.

Table 2 highlights the occupational distribution of the women who received forms.

Both tables 1 and 2 have been tabulated according to the original sample group of 116 women.

DATA COLLECTION AND ANALYSIS

The information form was developed to establish a human resource data base. It was designed to be without gender bias so that it might later be used to gather career planning information from both men and women. The form was reviewed and tested by a selected group of Ministry of Revenue personnel, as well as two human resource professionals. The data was tabulated to correspond to the subject areas on the form, thus providing a profile of the sample group of women, as well as their career goals and needs.

MINISTRY OF REVENUE

TABLE 1

SALARY DISTRIBUTION
OF WOMEN EARNING
\$20,000 and above

JULY, 1980

SALARY RANGE	NUMBER OF WOMEN	PERCENTAGE OF THE SAMPLE
\$20,000 to \$24,000	71	61.2%
\$24,001 to \$28,000	21	18.1%
\$28,001 to \$32,000	15	12.9%
\$32,001 to \$36,000	6	5.2%
\$36,001 and above	3	2.6%
TOTAL	116	100.0%

MINISTRY OF REVENUE

TABLE 2

OCCUPATIONAL DISTRIBUTIONJULY, 1980OF WOMEN EARNING\$20,000 AND ABOVE

MODULE/CATEGORY	POSITION TITLE	NUMBER OF WOMEN
Administrative	Financial Administration AM-17	2
	Financial Administration AM-18	5
	Financial Administration AM-19	2
	Financial Administration AM-20	2
	Financial Administration AM-21	1
	General Administration AGA-13	4
	General Administration AGA-14	2
	General Administration AGA-15	8
	General Administration AGA-17	5
	General Administration AGA-18	3
	General Administration AGA-20	1
	Executive Officer 2	1
	Clerk 6 General	10
	Property Administration AM-18	2
	Management Services Officer 3	1
	Systems Services AM-18	1
	Systems Services AM-19	1
	Program Analysis AM-17	1
Professional	Economist 3	3
Senior Executive Category	Program Executive 3	1
	Program Executive 4	1

- 2 -

TABLE 2OCCUPATIONAL DISTRIBUTIONJULY, 1980OF WOMEN EARNING\$20,000 AND ABOVE

MODULE/CATEGORY	POSITION TITLE	NUMBER OF WOMEN
Administrative Services Category	Management Services Officer 1	1
	Management Services Officer 2	3
	Records Services Officer 3	1
	Estate Assessor 2	1
	Tax Auditor 2	4
	Tax Auditor 3	8
	Property Assessor 3	25
	Property Assessor 4	8
	Public Relations Officer 2	2
	Financial Officer 2	2
	Financial Officer 3	3
Scientific and Professional Services	Librarian 3	1

EDUCATION

"The level of educational attainment of the Ontario labour force has continued to increase. The female labour force, however, is still somewhat better educated, on average, than the male."

"Basic Facts"
Ontario Women's Bureau

"Educated women are more likely to have a stronger commitment to the labour force than are less educated women."

Opportunity for Choice
Statistics Canada, 1976

EDUCATION

The Ministry of Revenue employs 120 women with bachelor degrees, 10 with master degrees, and one woman with a doctorate degree. 42 (35%) of the 120 women with bachelor degrees, 8 of the 10 women with master degrees, and the one woman with a doctorate degree are in the sample group earning \$20,000 and above.

Tables 3 - 7 indicate the educational qualifications of the sample group. The following is a brief summary of the data included:

- 42 women (51.9%) have completed one university degree, and an additional 9 (11.1%) have completed more than one.
- 19 women (24.7%) have completed one of the assessment/appraisal programs.
- 12 women (14.8%) have completed one of the programs related to accounting/auditing.
- 29 women (35.8%) have both a university and a professional qualification.
- 95% of the women who replied have participated in developmental courses and workshops.

The following tables reflect the educational level of the 81 women who returned the forms.

MINISTRY OF REVENUE

TABLE 3EDUCATIONJULY, 1980

DEGREE	NUMBER COMPLETED	NUMBER PARTIALLY COMPLETED	TOTAL (COMPLETED AND PARTIAL)	TOTAL PERCENTAGE OF SAMPLE
PhD	1	1	2	2.5 %
Master	8	1	9	11.1 %
Bachelor	33	11	44	54.3 %
TOTAL	42	13	55	67.9 %

MINISTRY OF REVENUE

TABLE 4

DEGREE SPECIALIZATIONJULY, 1980

DEGREE	SPECIALIZATION	NUMBER OF WOMEN
Bachelor	Commerce	4
	Economics/Business/ Math	8
	Political Science	4
	Social Science	8
	English	6
	Other	3
Master	Economics/Business/ Math	4
	Computer	1
	Public Administration	1
	Library Science	1
	Politics	1
Doctorate	Political Science	1

TABLE 5

PROFESSIONAL QUALIFICATIONSJULY, 1980

TITLE	ATTAINED	PARTIALLY ATTAINED	TOTAL (ATTAINED AND PARTIAL)	PERCENTAGE OF SAMPLE
M.I.M.A.	17	5	22	27.2%
A.A.C.I.	-	9	9	11.1%
A.M.C.T.	1	-	1	1.2%
I.A.A.O.	1	-	1	1.2%
TOTAL	19	14	33	40.7%

MINISTRY OF REVENUE

TABLE 6AUDITING/ACCOUNTINGJULY, 1980

TITLE	ATTAINED	PARTIALLY ATTAINED	TOTAL (ATTAINED AND PARTIAL)	PERCENTAGE OF SAMPLE
C.A.	2	-	2	2.5%
C.G.A.	5	4	9	11.1%
R.I.A.	2	1	3	3.7%
Public Accounting	1	-	1	1.2%
Certificate in Auditing	2	1	3	3.7%
TOTAL	12	6	18	22.2%

TABLE 7OTHER DIPLOMA/CERTIFICATESJULY, 1980

TITLE	ATTAINED	PARTIALLY ATTAINED	TOTAL (ATTAINED AND PARTIAL)	PERCENTAGE OF SAMPLE
Industrial Relations	2	3	5	6.2%
Public Administration	3	2	5	6.2%
Business Administration	4	2	6	7.4%
Computer	2	-	2	2.5%
TOTAL	11	7	18	22.3%

SKILL DEVELOPMENT

Management development is an investment for the future.
As problems in society become more complex managers will need skills and knowledge to:

1. Engage in problem solving and policy development which cuts across boundaries (i.e. geographical, jurisdictional, program, ministerial, and professional).
2. Adapt to changing demands within the service rather than remain highly qualified specialists.
3. Make effective use of resources, both financial and human, under continuing constraints.

It is to the advantage of the Ontario Public Service, each Ministry and individual to seek ways of improving the quality of managers so that we are better able to meet the challenges of the future.

Dr. Leah Lambert
Civil Service Commission
1980

VOLUNTEER WORK

26 women (32.1%) in the sample group described the skills acquired through volunteer work experience. These include the following areas of expertise:

MINISTRY OF REVENUE

TABLE 8VOLUNTEER WORKJULY, 1980

SKILL	NUMBER OF WOMEN
Accounting/Bookkeeping	3
Administration/Organization	16
Chairing Meetings	3
Communication (writing, public speaking)	11
Counselling	2
Decision Making/Problem Solving	2
Planning and Development	5
Public Relations	7
Teaching	4
Other	8

SKILLS AND INTERESTS

96% and 97% of the women completed the sections Job Skills and Job Interests respectively. The following tables were compiled by tabulating only the responses indicating "high level" in the Interests section, and "frequently used" in the Skills section.

(see Appendix B, pages 8 and 9).

MINISTRY OF REVENUE

TABLE 9

INTERESTSJULY, 1980

INTEREST	ENTIRE SAMPLE OF RESPONSES %	ASSESSMENT (n=23) %	AUDIT/FINANCE (n=21) %
Calculate, work with figures	49.4	60.9	52.4
Design and Create	48.1	43.5	47.6
Instruct	39.2	39.1	61.9
Make presentations, give speeches	17.7	17.4	4.8
Observe, investigate	51.9	56.5	71.4
Organize, revise, set up new systems	68.4	43.5	76.2
Provide guidance	59.5	56.5	66.7
Provide information	72.2	69.6	80.9
Persuade	39.2	21.7	47.6
Supervise	43.0	21.7	61.9
Travel	20.3	26.1	19.1
Work independently	68.4	69.6	61.9
Other	12.7	8.1	14.3

MINISTRY OF REVENUE

TABLE 10

SKILLSJULY, 1980

SKILL		ENTIRE SAMPLE OF RESPONSES %	ASSESSMENT (n=23) %	AUDIT/FINANCE (n=20) %
Administrative		35.9	13.0	30.0
Communication:	Oral	94.9	100.0	95.0
	Written	65.4	34.8	95.0
Creative		25.6	13.0	15.0
Interpersonal		70.5	56.5	75.0
Interpretive	(Acts, Regulations, Policies)	56.4	52.2	25.0
Leadership		33.3	21.7	30.0
Motivational		34.6	26.1	35.0
Organizational		62.8	69.6	50.0
Supervisory		25.6	13.0	30.0
Technical		57.7	39.1	70.0
Training		24.4	8.7	25.0
Other		12.8	8.7	10.0

DEVELOPMENTAL ASSIGNMENTS

Ministry

Priorities:

In order to increase the pool of women qualified to compete for positions in the Ontario Public Service, all ministries must undertake accelerated career development in the form of:

- on-the-job training, job rotation and secondments; or
- full sponsorship of special staff development programs.

Manual of Administration 4-55-1
POLICY: Affirmative Action Program

MINISTRY OF REVENUE

ACCELERATED CAREER DEVELOPMENT

Senior women in the Ministry of Revenue confirm that accelerated career development is an effective method to expand their skills and expertise. Nearly half of the women (49.4%) have participated in developmental assignments and 37 women (45.6%) have indicated an interest in future participation.

TABLE 11DEVELOPMENTAL ASSIGNMENTSJULY, 1980

AREA OF INTEREST	NUMBER OF WOMEN
Supervisory Experience	4
Projects and Task Forces	6
Policy/Program development, implementation and evaluation	4

TABLE 12DESIRED FUTURE ASSIGNMENTSJULY, 1980

BRANCH OF INTEREST	NUMBER OF WOMEN
Administrative and Financial Services	2
Assessment - Head Office	1
Corporations Tax	1
EDP Audit	1
Finance and Priorities Planning	2
Personnel Services	1
Retail Sales Tax - Head Office	1
Special Investigations	1
Special Properties	2
Taxation Data Centre	2

CAREER GOALS

The female participation rate in the Ontario Labour Force was 53.3% in 1979, and it is projected that 8 of 10 working women will spend 30 years in the labour force.

Ontario Women's Bureau

"What perhaps may be needed is more encouragement of successful women to take on the role of a model for younger, aspiring women to follow on the job".

Christine D. Hay
Women in Management
Personnel Administrator
April, 1980

CAREER GOALS

71 women (87%) defined their career goals. Tables 13 to 16 will provide an overview of those goals. 19 women (23.5%) will be seeking senior management positions within the next 10 years: 15 women (18.5%) are interested in a directorship, and 4 seek the position of Assistant Deputy Minister or Deputy Minister.

Specific areas of interest include the following:

- Assessment
- Communications
- EDP Auditing
- Finance
- Information Services/Public Relations
- Management
- Personnel
- Planning and Development of Special Projects
- Policy Formation
- Program and Computer Analysis
- Research
- Taxation

MINISTRY OF REVENUE

TABLE 13CAREER GOALSJULY, 1980

GOAL	NUMBER/WOMEN IN FIVE YEARS	NUMBER/WOMEN IN TEN YEARS	TOTAL	PERCENTAGE OF SAMPLE
Assistant Deputy Minister or Deputy Minister	-	4	4	4.9%
Director	7	8	15	18.5%
Manager	22	13	35	43.2%
Specialist	4	1	5	6.2%
Administrator	5	2	7	8.6%

MINISTRY OF REVENUE

TABLE 14 TURNOVER IN NEXT TEN YEARS JULY, 1980

REASON FOR LEAVING	NUMBER OF WOMEN	PERCENTAGE OF SAMPLE
Retirement	3	3.7%
Planning to leave Ministry to pursue career	9	11.1%
May leave Ministry to pursue career	9	11.1%
TOTAL	21	25.9%

ANTICIPATED CAREER MOVES

Table 15 indicates the time frame in which the next career move would be desirable. Close to 60% of the sample group wished to change positions within the next two years.

MINISTRY OF REVENUE

TABLE 15TIME OF POSITION CHANGEJULY, 1980

TIME	NUMBER OF WOMEN	PERCENTAGE
6 months	8	9.9%
1 year	15	18.5%
2 years	25	30.8%
3 - 5 years	8	9.9%
No move desired	8	9.9%
Depends on opportunity	5	6.2%
If Necessary	3	3.7%
Other	9	11.1%
TOTAL	81	100.0%

OBSTACLES

There are external factors which might hinder an employee's career advancement. 55 women in the sample replied to this question (67.9%).

MINISTRY OF REVENUE

TABLE 16OBSTACLES TO CAREER ADVANCEMENTJULY, 1980

FACTOR	NUMBER OF WOMEN AFFECTED *	PERCENTAGE OF TOTAL SAMPLE
Mobility	37	45.7%
Travel	23	28.4%
Family Responsibilities	6	7.4%
Lack of Opportunity	5	6.2%
Age	3	3.7%
Economics	3	3.7%
No Obstacles	2	2.5%

* A number of women were affected by more than one factor.

CONTINUING EDUCATION

"The personal improvement strategy for change reinforces stereotypes about women's need for compensatory education to remedy their deficiencies before they are fit to compete with men."

Rosabeth Moss Kanter
Men and Women of the Corporation
1977

York University reports that 65% of its continuing education students are women, and the University of Toronto reports a corresponding figure of 52%. In the Ministry of Revenue, 84% of the sample group of senior women anticipated some future educational enrollment necessary to gain their career goals.

CONTINUING EDUCATION

The women in the sample group were requested to define the training they thought necessary to achieve their career goals, (see Table 13). 84% indicated that further formal education was desired.

MINISTRY OF REVENUE

TABLE 17CONTINUING EDUCATIONJULY, 1980

DEGREE/CERTIFICATE/LICENCE	NUMBER OF WOMEN	PERCENTAGE *
Certified Accountant	6	8.8%
M.I.M.A.	7	10.3%
M.A.I.C.	9	13.2%
Advanced Management for Assessors	5	7.4%
Public Administration	15	22.1%
Personnel and Industrial Relations	6	8.8%
University Degree (e.g. Bachelor/Master/PhD in Business Administration/ Social Science/Computer Science)	12	17.6%
Other	8	11.8%
TOTAL	68	100.0%

* Percentage of women who replied to this question.

AFFIRMATIVE ACTION

Corporate

Objective:

The long-term objective of the Affirmative Action Program is to raise and diversify the occupational distribution of women Crown employees as tangible evidence of their obtaining equal opportunity.

Manual of Administration 4-50-2
POLICY: Affirmative Action Program

AFFIRMATIVE ACTION

The women were requested to indicate their perceptions of the Affirmative Action Program, and to comment on how it could best assist them. This valuable feedback suggested certain Affirmative Action initiatives, outlined in Table 18.

MINISTRY OF REVENUE

TABLE 18AFFIRMATIVE ACTION INITIATIVESJULY, 1980

INITIATIVES	NUMBER OF WOMEN WHO SUGGESTED INITIATIVE
Continue to develop a system to inform women of relevant career opportunities	15
Provide support and resources	14
Provide career and personal counselling	13
Develop an effective information system to reach many women re: many subjects	12
Assist in the establishment of a Women's Network	6
Provide special assistance to specific groups of women	6
TOTAL	66 - 81%

APPENDIX A

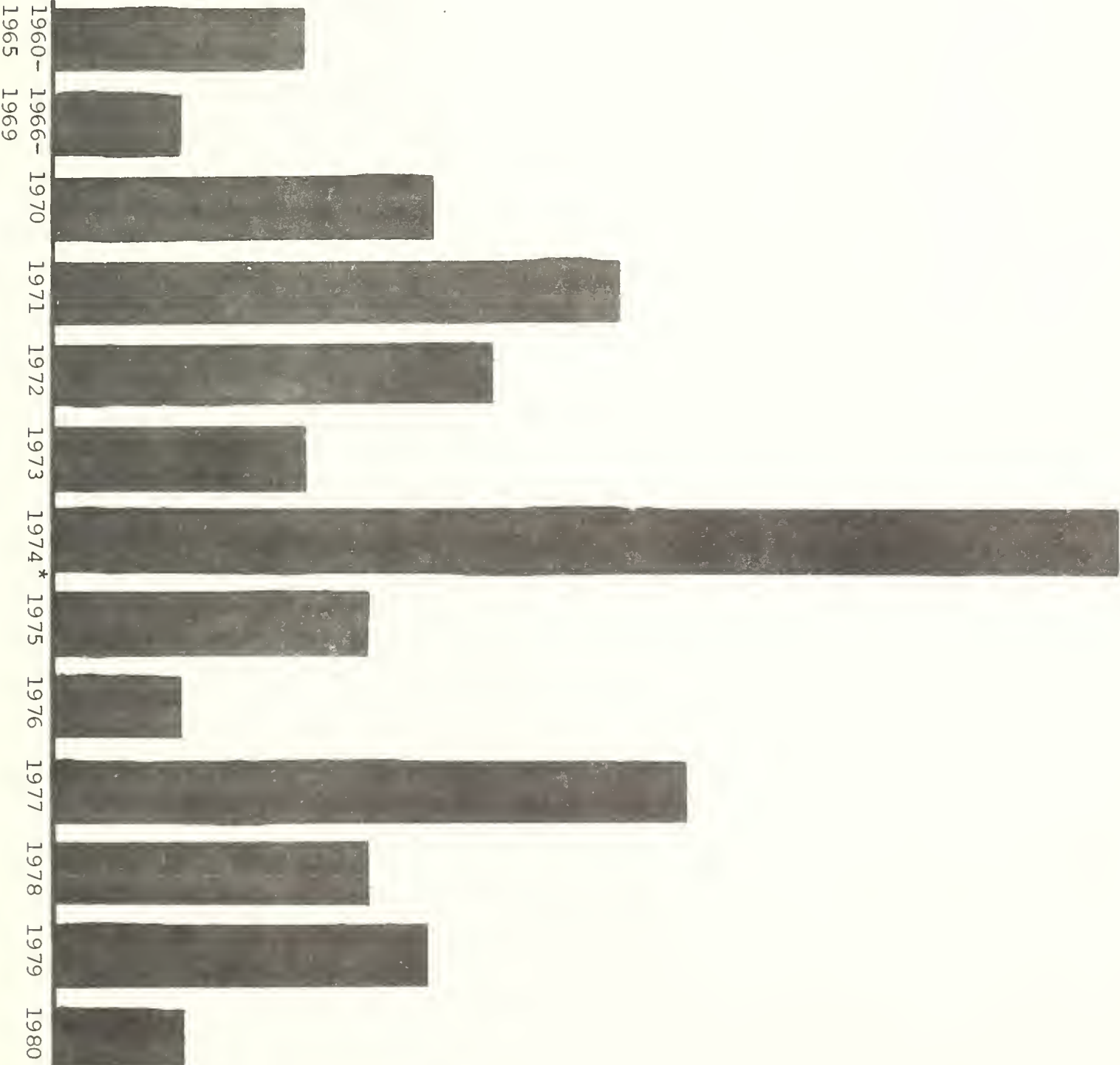
YEARS OF EMPLOYMENT WITH
THE MINISTRY OF REVENUE:

WOMEN IN SALARY RANGES
OF \$20,000 AND OVER

LENGTH OF EMPLOYMENT WITH THE MINISTRY OF REVENUE

NUMBER OF
WOMEN IN
SAMPLE
HIRED

17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1



* 1974 was the first year of the Affirmative Action Program in the Ontario Public Service

APPENDIX B

INFORMATION FORM TO PROVIDE

A DATA BASE

FOR CAREER PLANNING

AFFIRMATIVE ACTION

Information form to provide
data base
for career planning



Ontario

Ministry
of
Revenue

AFFIRMATIVE ACTION

INFORMATION FORM TO PROVIDE DATA BASE FOR CAREER PLANNING

June, 1980

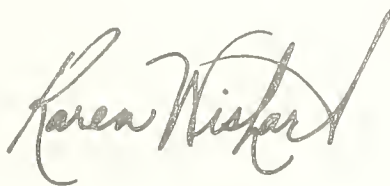
The purpose of this form is two-fold: to provide a data base for the Affirmative Action Human Resource Inventory, and to update your personnel file. We trust that it will be a valuable personal planning exercise and you may wish to make a copy for your own use. The information gathered will enable us to relate the career goals of women employees to the future human resource needs of the Ministry and to establish a data base which, it is hoped, will assist in the development of career planning and developmental assignments.

We realize that the completion of this form will require time and effort on your behalf. We would like to thank you in advance for your assistance and ask that you complete the form during the week of July 7 - 11, 1980, and return it as soon as possible thereafter. The establishment of a data base is being done as a special short term project, making time a very important factor.

If you have any questions about this form or its purpose please contact Karen Wishart or Ann Masson at 416 - 965-1788.

Karen Wishart
Project Officer

Ann Masson
Affirmative Action
Program Coordinator



Mailing Address:

Affirmative Action Program,
Personnel Services Branch,
Ministry of Revenue, 20th Floor,
77 Bloor Street West,
Toronto, Ontario M7A 1X8.

CONFIDENTIAL

NAME: _____

SURNAME

GIVEN NAMES

S.I.N. _____

CURRENT POSITION TITLE: _____

DATE OF APPOINTMENT TO CURRENT POSITION: _____

CLASSIFICATION: _____

BRANCH: _____

DIVISION: _____

LOCATION: _____

Issued June 1980.

1. Please check highest level of education completed and specify the name of the diploma/degree and your area of specialization.

Highschool: ☐ Gr. 10 or less, ☐ Gr. 11, ☐ Gr. 12, ☐ Gr. 13.

Diploma/Degree/Certificate

Community College/ Similar Institution:	<u>OBTAINED</u>		Partially Qualified	Name of Degree/Diploma/ Certificate	Area of Specialization
	YES	NO			
<input type="checkbox"/> 1 yr. <input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> 3 <input type="checkbox"/> 4					
<u>University:</u>					
Bachelor -					
<input type="checkbox"/> 1 yr. <input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> 3 <input type="checkbox"/> 4					
Master -					
<input type="checkbox"/> 1 yr. <input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> 3 <input type="checkbox"/> 4					
Doctorate -					
<input type="checkbox"/> 1 yr. <input type="checkbox"/> 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> 3 <input type="checkbox"/> 4					

If any of the above were pursued on a part-time basis, please indicate the specific degree/diploma and the number of courses successfully completed:

II CERTIFICATES, LICENSES, PROFESSIONAL QUALIFICATIONS AND MEMBERSHIPS.

1. Please indicate which of the following credentials you possess:

	<u>Obtained</u>		<u>Partially Qualified</u>
	YES	NO	
a) Chartered Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Certified General Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Registered Industrial Accountant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Member of the Institute of Municipal Assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Member of the Appraisal Institute of Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Certificate in Auditing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Certificate in Advanced Management for Assessors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Certificate in Public Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Certificate in Personnel and Industrial Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Certificate in Purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. If you have additional professional certification or membership, not included above, please describe below:

IV EMPLOYMENT:

Obtained through:

1. Please present a brief history of the 5 most recent and/or relevant employment positions pertaining to your career goals; both within the Ontario Public Service and in private industry.

Position Title/Classification (if known)	Employer/Location	Date		Obtained through:		
		From:	To:	Competition	Developmental Assignment	(Please specify)

V DEVELOPMENTAL ASSIGNMENTS:

1. Please describe any special assignments, on-the-job training, task forces, special projects and/or job exchanges in which you have participated.

Date		Position	Skills Utilized/Acquired
from	to		

V VOLUNTEER WORK:

1. Please describe any volunteer experience from which you have gained additional skills.

Date		Position	Skills Utilized/Acquired
from	to		

VI INTERESTS:

1. Please indicate your degree of interest in performing the following
where 1 = low degree of interest and 3 = high degree of interest.

	1	2	3
a) Calculate, work with figures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Design and Create	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Instruct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Make presentations, give speeches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Observe, investigate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Organize, revise, set up new systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Provide guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Provide information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Supervise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Work Independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VII SKILLS:

1. Different jobs involve the use of different skills, and each individual approaches her job in a unique way. The following skills are not always a part of every job. Please indicate which skills you are using in your present position:

	<u>Rarely/Never</u>	<u>Sometimes/Occasionally</u>	<u>Frequently</u>
a) Administrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Communication: Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Interpersonal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Interpretive (Acts, Reg.'s, Policies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Motivational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Organizational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Supervisory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Technical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

VIII CAREER GOALS:

1. Please describe as clearly as you can your ultimate career goal and indicate when you hope to achieve it:

2. Please describe the kind of job you would like to hold at the following points in time in the future. Give the position title if you can:

in 2 years time:

in 5 years time:

in 10 years time:

IX FUTURE PROFESSIONAL QUALIFICATIONS:

1. Please indicate those certificates, degrees, memberships and professional qualifications which are necessary for you to achieve your career goals:

For goals 2-5 years from now.

- | | |
|--|--------------------------|
| a) Chartered Accountant | <input type="checkbox"/> |
| b) Certified Accountant | <input type="checkbox"/> |
| c) Registered Industrial Accountant | <input type="checkbox"/> |
| d) Member of the Institute of Municipal Assessors | <input type="checkbox"/> |
| e) Member of the Appraisal Institute of Canada | <input type="checkbox"/> |
| f) Certificate in Auditing | <input type="checkbox"/> |
| g) Certificate in Advanced Management for Assessors | <input type="checkbox"/> |
| h) Certificate in Public Administration | <input type="checkbox"/> |
| i) Certificate in Personnel and Industrial Relations | <input type="checkbox"/> |
| j) Certificate in Purchasing | <input type="checkbox"/> |
| k) University Degree
Please specify: _____ | <input type="checkbox"/> |
| l) Other: _____ | <input type="checkbox"/> |

2. Please describe any courses, workshops, seminars and/or conferences that may be necessary or helpful to you in the next 2-3 years in achieving your career goals:

X FUTURE DEVELOPMENTAL ASSIGNMENTS:

1. Are there any special assignments, on-the-job training, job exchanges, secondments, or special projects which you think may be necessary or helpful to you in the next 2 years in achieving your career goals?

☐ YES

☐ NO

If YES, please describe:

2. In order to achieve or pursue your career goals do you plan to change positions?

☐ YES

☐ NO

If YES, when:

☐ within the next six months?

☐ in the next year?

☐ in two years?

☐ in three to five years?

3. What factors could impede you in the pursuit of your career goals?

☐ Mobility - which refers to relocating in order to obtain a new position.

☐ Travel - which refers to travelling as part of your job.

☐ Other _____

XI AFFIRMATIVE ACTION:

The objective of the Affirmative Action Program is to raise and diversify the occupational distribution of women. What are your expectations of the Affirmative Action Program?

If there are any final comments, suggestions, or information that you would like to provide, please make use of the space below:

Thank you for taking the time and effort to complete this form.

HD/6100/.057/.R46
Masson, Ann
Affirmative action : fsvl
report on the Human
c.1 tor mai

Date Due

JAN 20			
AUG 6 -			
Jan 24			
Feb 10			
Mar 27			
Dec 13			
Aug 27			
May 30-85			

